Reading Progression Model

Curriculum Lead: H Appleby / J Brown

Engagement

Social Partners

Class 7 and 8

A learning environment that develops social communication and emotional regulation through targeted transactional support (SCERTS). Reading skills are developed on a personal basis through; sensory stories, book exploration, songs, playing and therapies.

Engagement

Language Partners

Class 9

English is experienced as part of a SCERTS based curriculum that focuses on learners improving their communication, and independent skills, whilst developing emotional regulation strategies to allow them optimum access to learning. Learners are stimulated appropriately through song, play, book sharing and sensory input to develop Reading skills through exploration and experimentation.

Qualifications

GCSE/ FS L1 L2	English is taught as a discrete subject. English & Reading skills are consolidated and developed in a formal learning environment. The learner applies skills to meet the demands of a standardized test in controlled conditions.	Group M
		Group L
EL 2 (FS)	English is taught as a discreet subject. Repetition and consolidation; building on the ELC qualification - post-16 pupils follow the program for 2 years, preparing for an on-demand standardized test in controlled conditions.	Group L
ELC2	English is taught as a discreet subject. Learners consolidate and develop KS1 Reading skills in everyday practical contexts. Pupils follow this qualification for 2 years, preparing for an on-demand standardized test in controlled conditions.	Group K
ELC1	English is taught as a discreet subject. Learners consolidate and develop early KS1 Reading skills in everyday practical contexts. Pupils follow this qualification for 2 years, preparing for an on-demand standardized test in controlled conditions.	
		Group J
Pre EL / EL1	English is integrated with maths. Learners build upon pre KS1 Reading skills through everyday practical situations and role play e.g. in the community. Pupils follow this qualification for 2 years working towards gaining EL 1.	Group I
(FS)		Group N

National Curriculum (iASEND)

D (NC KS3)	Phonics is no longer taught. The learning environment is formal, most pupils can regulate their emotions independently. Concepts from the N curriculum are built upon and learners develop their Reading skills at a National Curriculum KS3 level and are assessed within iASEND.	Group H	
N (NC KS2)	Phonics is taught once a week (phase 3 & 5) Reading is embedded into all English lessons and pupils are fluent at their level. Pupils are exposed to texts that are more challenging than they can read independently. Formal learning is recognisable some of the time; drama activities are used to increase the depth of learning. Concepts from the E curriculum are built upon; learners develop their Reading skills at a National Curriculum KS2 level and assessed within iASEND.	Group G	
E (NC KS1)	Reading is taught through Phonics sessions one to two times a week (phase 2—5) and is embedded within all English lessons. Formal learning is blended with practical activities. Use of rewards and visuals is on an individualized basis where necessary. Concepts from the S curriculum are built upon and learners develop their Reading skills at a National Curriculum KS1 / Pre-Key Stage Standards 2-4 level and assessed within iASEND.	Group E	Group F
		Group C	Group D
S (NC Pre KS1)	Reading is taught through Phonics once a week (phase 2) and is embedded within all English lessons. Learners begin to access formal learning, but some activities are play based where appropriate. Skills are developed through sensory/outdoor learning and are personalised for the pupils. Rewards and visuals are vital motivators to learning. Concepts from Cherry Garden are built upon, learners develop their Reading skills at a Pre-Key Stage Standards 1-2 level and are assessed within iASEND	Group B	
		Group A	

Cleaswell Hill Early Years (Cherry Garden)

Learners access a socially and emotionally secure environment, with a less formal atmosphere, in which they can learn successfully and play purposefully. Early reading skills are taught through the development of Communication & Language and Attention & Understanding. Intensive learning takes place on a 1:1 basis with pupil and staff member and is practiced through experimentation and exploration. Cherry Garden is a unique, child centered assessment framework, which follows the Early Years model to track lateral progress.	Class 1
	Class 2

Reading Progression Model

CPD: Phonics training (HM), iASEND Training (PFH JB), Qualifications training (DE, ES), Target setting training (DE,PFH), Early Years Moderation (SO, AT), Phase Development (SO,PFH,CD,KH,JM,ES), Mentoring Partnership (PFH, DE, KH, Hap, HM). Launchpad to Literacy (HAP) Reading Plus (KH, CC, Hap) Writing moderation within Bed partnership (JB, JWh, KH, VC, LC, Hap)

Content (Intent): Teachers reflect on what content is necessary for pupils dependent on their; cognitive, behavioral, physical , communication and sensory needs - targets are set to reflect this and pupils are streamed so they can access a curriculum that is specific and appropriate to their needs. The use of vocabulary is carefully considered by staff so it is not a barrier to learning. The order of teaching is based upon ensuring the most coherent acquisition of knowledge as well as empowering and inspiring pupils through development of skills linked to their EHCP. Teachers plan systematic repetition of the most crucial content to make sure it is can be used functionally across different contexts.

Activities, Expectation and Challenge (Implementation): Lesson activities are challenging to pupils academically and in regards to their EHCP targets. Personalised learning and individual outcomes linked to pupil interests ensure high expectations, appropriate challenge and pupils remember the content taught not just the activity itself. Expectations are high for all pupils developing their cognitive, behavioral, physical , communication and sensory needs. Rewards and visuals to motivate learning are used where appropriate. Ability grouping ensures pupils are being challenged and planning is sequential over time.

Assessment and Progression (Impact): Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system. The curricula follows a progression model that identifies the most useful knowledge for cumulative sufficiency. Assessment checks content is remembered long term, identifying pupils that need further support. Teachers are aware of previous learning, current learning and future learning. There is a solid understanding of appropriate qualifications and future pathways , allowing challenging targets to be set.

English, Communication and Reading: Appropriate feedback is given dependent on the needs of individuals and next steps are identified. Pupils use appropriate texts to stretch learning and which create interest. Pupils widen their vocabulary at an appropriate level with support from outside agencies (SaL, Metis, Jigsaw). Pupils have a plethora of opportunities to ask and answer questions and this is supported through the; blanks model, colourful semantics and SCERTS.

Reading Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
Early Years	Focus on early / pre-reading skills (shared attention, communication, turn taking, eye contact, shared interaction) Pathway from Cherry Garden to iASEND curriculum mapped to show continuous progress. PLIM targets reflect EHCP	Objectives from iASEND & Cherry Garden or MAPP & Cherry Garden to be linked where appropriate. Progress towards EHCP targets tracked using PLIM Projected pupil progression pathway.	Feb 20—Introduce activity March 20—Map Cherry Garden to iASEND June 20—Baseline pupils moving from CG to iASEND / MAPP (pathway known)	PFH, SO, TMc, AT, HAP, JB, CDf, KTh, MR, CAp	Progression model learning from Cherry Garden to iASEND / MAPP Pupil progression pathway planned.
Engagement	Progress assessed using pre-key stage standards in English language, reading. (replacement of P scale 5 to 8)	Termly update against pre key stage standards. Communication with Phase 1 & 5 re: pathways	Feb 20—Introduce PKS Feb 20—Create PKS Assessment Sheet April 20—All engagement staff using PKS assessment sheet. June '20—Communication between phase leaders (1,3, 5) re: pupil progression pathway.	PFH, SO, TMc, AT, HAP, JB, CDf, KTh, MR, CAP, JM	Small step progress in Reading / Commiunication captured for pupils following engagement curriculum. Pupil progression pathway planned.
National Curriculum	Staff could describe content, progression, challenge and assessment. Further support in explicitly linking to PLIM/EHCP Sequenced learning following progression model clearly evident. Pupil movement across groups highlighted a need for Phonics cohesion . Texts are chosen due to interest levels of pupils. Pupils listen to texts that are more challenging than they can read independently.	All groups to have a paper-based file that includes information on; behavior support, academic support, attainment and PLIM. Team planning within curriculum areas. Clearer progression through Phonics phases across groups (Letter & Sounds)	Feb '20—Group F & G teaching Phonics once a week (Phases 3—5) Feb 20—Example file to be created Feb 20– Introduce to staff Feb 20– Teacher to create files for own group March 20– Staff using files consistently	JB KH All iASEND staff	Pupils will apply phonics knowledge into their reading / writing. Consistency and support for all staff where appropriate especially newly qualified teachers.
Qualifications	Staff could describe content, progression, challenge and assessment. Further support in explicitly linking to PLIM/EHCP Pupils listen to texts that are more challenging than they can read independently and comprehension / inference skills practiced.	All groups to have a paper-based file that includes information on; behavior support, academic support, attainment and PLIM.	Feb 20—Example file to be created Feb 20– Introduce to staff Feb 20– Teacher to create files for own group March 20– Staff using files consistently	All qualification groups	Consistency across whole school and support for all staff, especially newly qualified teachers.